

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman / Karen L. Westberg

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication, and planning. The items are derived from the research literature dealing with characteristics of gifted and creative individuals. It should be pointed out that a considerable amount of individual differences can be found within this population, and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the ten dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should *not* be summed to yield a total score. In addition, we have purposefully avoided developing national norms for this instrument. If you choose to develop local norms, they should be constructed for individual schools and grade levels.

Read each item in each scale and place an "x" in the box that corresponds with the frequency to which you have observed the behavior. Each item should be read with the beginning phrase, "The student demonstrates . . ." or "The student . . ."

- Scoring:**
- Add the total number of x's in each column to obtain the "Column Total."
 - Multiply the "Column Total" by the "Weight" for each column to obtain the "Weighted Column Total."
 - Sum the "Weighted Column Totals" across to obtain the Score for each dimension of the scale.
 - Enter the Scores below.

I	Learning Characteristics	_____
II	Creativity Characteristics	_____
III	Motivation Characteristics	_____
IV	Leadership Characteristics	_____
V	Artistic Characteristics	_____
VI	Musical Characteristics	_____
VII	Dramatics Characteristics	_____
VIII	Communication Characteristics (Precision)	_____
IX	Communication Characteristics (Expressiveness)	_____
X	Planning Characteristics	_____

Note: The scales on Learning, Creativity, Motivation, and Leadership have been revised by Joseph S. Renzulli and Karen L. Westberg. The other six scales have only been altered to remain consistent with the format of the four revised scales.

LEARNING CHARACTERISTICS

The student demonstrates . . .

Never Very Rarely Rarely Occasionally Frequently Always

1. advanced vocabulary for his or her age or grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2. the ability to make generalizations about events, people, and things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
3. a large storehouse of information about a specific topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
4. the ability to grasp underlying principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
5. insight into cause and effect relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6. an understanding of complicated material through analytical reasoning ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7. a large storehouse of information about a variety of topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8. the ability to deal with abstractions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9. recall of factual information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10. keen and insightful observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11. the ability to transfer learning from one situation to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Add Column Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Multiply by Weight	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6					
Add Weighted Column Totals	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>
Scale Total	<input type="checkbox"/>										

CREATIVITY CHARACTERISTICS

The student demonstrates . . .

Never Very Rarely Rarely Occasionally Frequently Always

1. imaginative thinking ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2. a sense of humor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
3. the ability to come up with unusual, unique, or clever responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
4. an adventurous spirit or a willingness to take risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
5. the ability to generate a large number of ideas or solutions to problems or questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6. a tendency to see humor in situations that may not appear to be humorous to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7. the ability to adapt, improve, or modify objects or ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8. intellectual playfulness, willingness to fantasize and manipulate ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9. a non-conforming attitude, does not fear being different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Add Column Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Multiply by Weight	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6					
Add Weighted Column Totals	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>
Scale Total	<input type="checkbox"/>										

MOTIVATION CHARACTERISTICS

The student demonstrates . . .

Never Very Rarely Rarely Occasionally Frequently Always

1. the ability to concentrate intently on a topic for a long period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. behavior that requires little direction from teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. sustained interest in certain topics or problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. tenacity for finding out information on topics of interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. persistent work on tasks even when setbacks occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. a preference for situations in which he or she can take personal responsibility for the outcomes of his or her efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. follow-through behavior when interested in a topic or problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. intense involvement in certain topics or problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. a commitment to long term projects when interested in a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. persistence when pursuing goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. little need for external motivation to follow through in work that is initially exciting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Column Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiply by Weight	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
Add Weighted Column Totals	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>
Scale Total						<input style="width: 50px; height: 20px;" type="text"/>

LEADERSHIP CHARACTERISTICS

The student demonstrates . . .

Never Very Rarely Rarely Occasionally Frequently Always

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. responsible behavior, can be counted on to follow through on activities/projects. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. a tendency to be respected by classmates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. the ability to articulate ideas and communicate well with others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. self-confidence when interacting with age peers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. the ability to organize and bring structure to things, people, and situations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. cooperative behavior when working with others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. a tendency to direct an activity when he or she is involved with others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Add Column Total

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Multiply by Weight

1	2	3	4	5	6
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Add Weighted Column Totals

<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>
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Scale Total

<input type="checkbox"/>

6

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Student's Name (or Assigned Code No.) _____
(please fill in)

MATHEMATICS CHARACTERISTICS

© 2003 M. Katherine Gavin

The student . . .

Never Very Rarely Rarely Occasionally Frequently Always

1. is eager to solve challenging math problems (A problem is defined as a task for which the solution is not known in advance).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. organizes data and information to discover mathematical patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. enjoys challenging math puzzles, games, and logic problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. understands new math concepts and processes more easily than other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. has creative (unusual and divergent) ways of solving math problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. displays a strong number sense (e.g., makes sense of large and small numbers, estimates easily and appropriately).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. frequently solves math problems abstractly, without the need for manipulatives or concrete materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. has an interest in analyzing the mathematical structure of a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. when solving a math problem, can switch strategies easily, if appropriate or necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. regularly uses a variety of representations to explain math concepts (written explanations, pictorial, graphic, equations, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add Column Total:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Multiply by Weight:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

Add Weighted Column Totals:

<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>
--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------

Scale Total:

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Student's Name (or Assigned Code No.) _____
(please fill in)

SCIENCE CHARACTERISTICS

© 2003 Rachel E. Sytsma

The student...

Never Very Rarely Rarely Occasionally Frequently Always

1.	demonstrates curiosity about scientific processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	demonstrates creative thinking about scientific debates or issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	demonstrates enthusiasm in discussion of scientific topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	is curious about why things are as they are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	reads about science-related topics in his/her free time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	expresses interest in science project or research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	clearly articulates data interpretation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add Column Total:

□ □ □ □ □ □

Multiply by Weight:

1 2 3 4 5 6

Add Weighted Column Totals:

$$\square + \square + \square + \square + \square + \square$$

Scale Total:

[illegible]

8

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Student's Name (or Assigned Code No.) _____
(please fill in)

READING CHARACTERISTICS

© 2003 Sally M. Reis

The student...

	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. eagerly engages in reading related activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. applies previously learned literary concepts to new reading experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. focuses on reading for an extended period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. pursues advanced reading material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. demonstrates tenacity when posed with challenging reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. shows interest in reading other types of interest-based reading materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add Column Total:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Multiply by Weight:

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

Add Weighted Column Totals:

<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>
--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------

Scale Total:

<input type="text"/>

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Student's Name (or Assigned Code No.) _____
(please fill in)

TECHNOLOGY CHARACTERISTICS

© 2003 Del Siegle

The student...

Never Very Rarely Rarely Occasionally Frequently Always

[illegible]

Add Column Total:

--	--	--	--	--	--

Multiply by Weight:

1 2 3 4 5 6

Add Weighted Column Totals:

Scale Total:

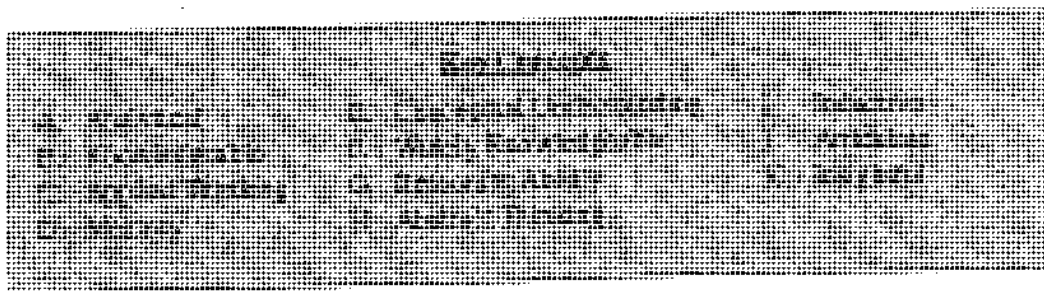
11

Appendix D

Teacher Training Exercise for Completing the *Scales for Rating the Behavioral Characteristics of Superior Students-R (SRBCSS-R)*

LEARNING CHARACTERISTICS

- TASK No. 1:** Individually, select the letter of a key concept that you believe most closely matches each item.
- TASK No. 2:** In a small group, discuss specific examples of when you have observed each behavior in a student.



The student demonstrates . . .

1. advanced vocabulary for his or her age or grade level.
2. the ability to make generalizations about events, people, and things.
3. a large storehouse of information about a specific topic.
4. the ability to grasp underlying principles.
5. insight into cause and effect relationships.
6. an understanding of complicated material through analytical reasoning ability.
7. a large storehouse of information about a variety of topics.
8. the ability to deal with abstractions.
9. recall of factual information.
10. keen and insightful observations.
11. the ability to transfer learnings from one situation to another.

Teacher Training Exercise for
Completing the *Scales for Rating the Behavioral Characteristics of Superior Students-R (SRBCSS-R)*

CREATIVITY CHARACTERISTICS

- TASK No. 1:** Individually, select the letter of a key concept that you believe most closely matches each item.
- TASK No. 2:** In a small group, discuss specific examples of when you have observed each behavior in a student.



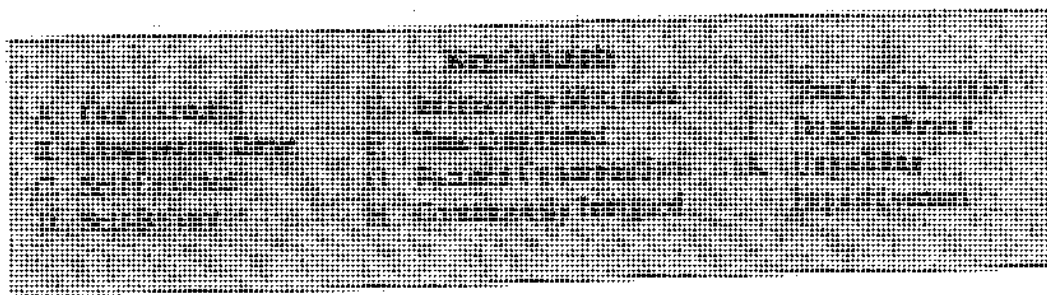
The student demonstrates . . .

1. imaginative thinking ability. _____
2. a sense of humor. _____
3. the ability to come up with unusual, unique, or clever responses. _____
4. an adventurous spirit or a willingness to take risks. _____
5. the ability to generate a large number of ideas or solutions to problems or questions. _____
6. a tendency to see humor in situations that may not appear to be humorous to others. _____
7. the ability to adapt, improve, or modify objects or ideas. _____
8. intellectual playfulness, willingness to fantasize, and manipulate ideas. _____
9. a non-conforming attitude, does not fear being different. _____

Teacher Training Exercise for
Completing the Scales for Rating the Behavioral Characteristics of Superior
Students-R (SRBCSS-R)

MOTIVATION CHARACTERISTICS

- TASK No. 1: Individually, select the letter of a key concept that you believe most closely matches each item.
- TASK No. 2: In a small group, discuss specific examples of when you have observed each behavior in a student.



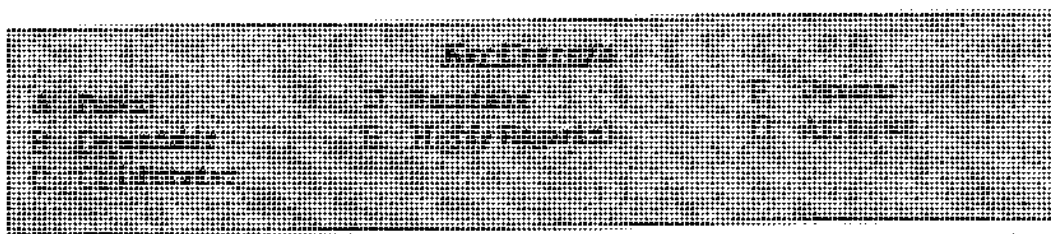
The student demonstrates . . .

1. the ability to concentrate intently on a topic for a long period of time.
2. behavior that requires little direction from teachers.
3. sustained interest in certain topics or problems.
4. tenacity for finding out information on topics of interest.
5. persistent work on tasks even when setbacks occur.
6. a preference for situations in which he or she can take personal responsibility for the outcomes of his or her efforts.
7. follow-through behavior when interested in a topic or problem.
8. intense involvement in certain topics or problems.
9. a commitment to long term projects when interested in a topic.
10. persistence when pursuing goals.
11. little need for external motivation to follow through in work that is initially exciting.

Teacher Training Exercise for
Completing the *Scales for Rating the Behavioral Characteristics of Superior
Students-R (SRBCSS-R)*

LEADERSHIP CHARACTERISTICS

- TASK No. 1: Individually, select the letter of a key concept that you believe most closely matches each item.
- TASK No. 2: In a small group, discuss specific examples of when you have observed each behavior in a student.

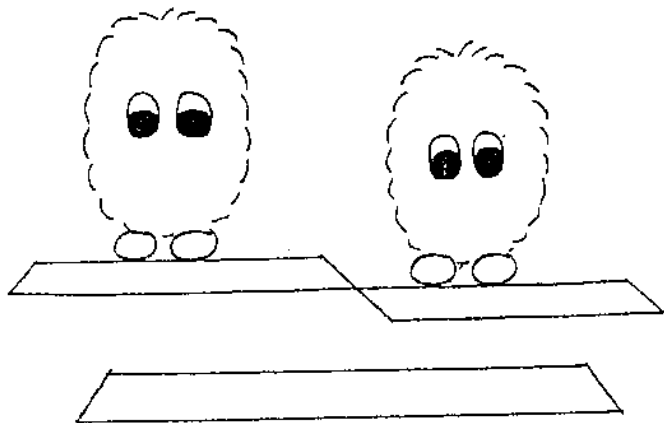


The student demonstrates . . .

1. responsible behavior; can be counted on to follow through on activities/projects. _____
2. a tendency to be respected by classmates. _____
3. the ability to articulate ideas and communicate well with others. _____
4. self-confidence when interacting with age peers. _____
5. the ability to organize and bring structure to things, people, and situations. _____
6. cooperative behavior when working with others. _____
7. a tendency to direct an activity when he or she is involved with others. _____

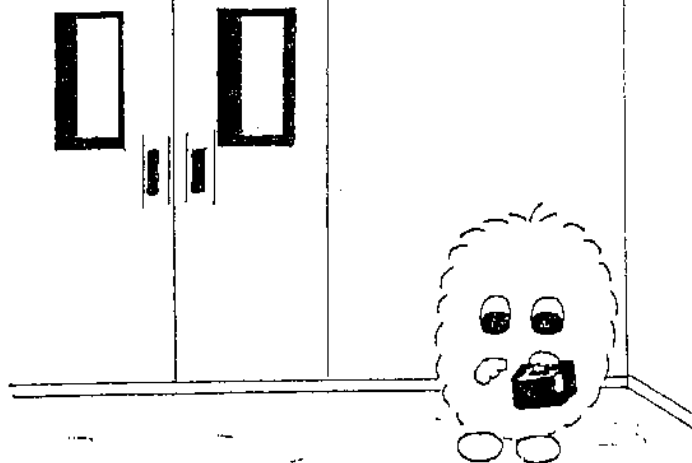
Help the Muffs

meet your class,

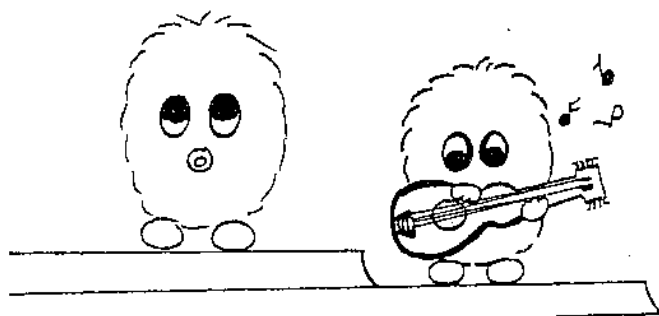


Tell them your name,

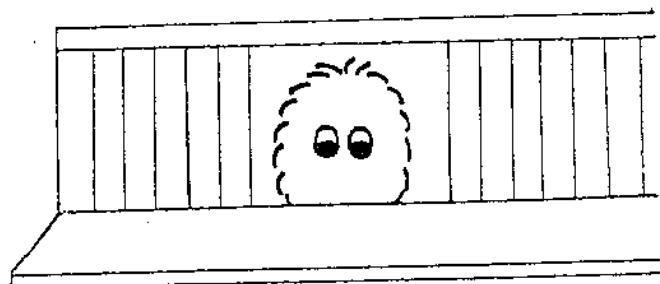
CAFETERIA



Tell the Muffs which
classmate you would
like to sit next to
at lunch,



Who in your class would
be the best person to
direct a play?



CITY SAVINGS BANK



Who would be the best
banker if the Muffs
needed someone to help
count their money?

PEER QUESTIONNAIRE FOR ELEMENTARY STUDENTS

Please write down the name of a classmate in your grade level whom you would select for each of the following items. A name may be listed more than once. (Note, the questions are written on both sides of this questionnaire.)

1. Whom would you like to sit next to at lunch?

2. Who seems to know the most about a lot of things?

3. If you needed help in math, whom would you ask?

4. If you were lost in a strange place, who would be best at figuring out what to do?

5. Your class is starting a kite-flying club, whom would you select to help you build a good kite?

6. Who knows the most about scientific things such as the planets, insects, space flight, electricity, and the weather?

7. Who usually know the meaning of a lot of big words?

8. If you had to do a social studies project of your choice with a classmate, whom would you pick?

9. Your class has decided to put on a play.

(A) Who should get the leading role?

(B) Who should provide the background music?

(C) Who should be in charge of making the scenery?

10. Who should be the class president because he or she usually gets everybody to work together and can get things done?

11. Whom would you choose to represent your class in a debating competition on topics such as international relations, pollution, the energy policy, or nuclear weapons?

"Things My Child Likes to Do"

Cover Letter

TO: Parents of Students in the _____

FROM:

SUBJECT: Things My Child Likes to Do

One of the major goals of our overall school program is to provide each student with an opportunity to develop his or her individual strengths and creative thinking abilities. We also would like to provide your child with an opportunity to do some work in an area of study that is of personal interest to him or her. In other words, we would like to supplement our basic curriculum with experiences that are interesting, challenging, and enjoyable to individual children

Although the work your child does in school gives us many opportunities to observe his or her strengths and interests, the activities that your child pursues at home can also help us to find ways for enriching his or her school program. For this reason, we are asking you to complete the attached questionnaire and return it to us at your earliest convenience.

The attached questionnaire contains 14 items. Each of the items deals with a general type of interest or activity that you may or may not have seen in your child. The interests or activities might be the result of school assignments, extracurricular, club activities such as — Girl Scouts or 4-H projects or other activities in which your child has developed an interest. To help clarify the 14 items, we have also included an example. Please keep in mind that each example is included only to help clarify the meaning of the item. In other words, you should remember that you are rating your child on each of the fourteen general items rather than the specific example. It will, of course, be very helpful if you can jot down specific examples of your child's interests or activities in the righthand column of the questionnaire.

If you should have any questions about this questionnaire, please contact the person whose name and telephone number are listed below. We very much appreciate your assistance in helping us to provide the best possible educational program for your child.

"Things My Child Likes to Do"

Your Name _____ Your Child's Name _____ Today's Date _____

Child's Age _____ Child's School _____

	Seldom or Never	Sometimes	Quite Often*	Almost Always*	Examples From Your Own Child's Life
1. My child will spend more time and energy than his/her agemates on a topic of his/her interest. (For example: Joan is learning to sew and spends every free minute designing new dress patterns and trying to sew them herself.)					
2. My child is a "self-starter" who works well alone, needing few directions and little supervision. (For example: After watching a film about musical instruments, Gary began to make his own guitar from materials he found around the garage.)					
3. My child sets high personal goals and expects to see results from his/her work. (For example: Marcy insisted on building a robot from spare machine parts even though she knew nothing about engines or construction.)					
4. My child gets so involved with a project that he/she gives up other pleasures in order to work on it. (For example: Don is writing a book about his town's history and spends each night examining historical records and documents—even when he knows he's missing his favorite TV show.)					
5. My child continues to work on a project even when faced with temporary defeats and slow results. (For example: After building a model rocket, Sally continued to try to launch it, despite several failures and "crash landings.")					
6. While working on a project (and when it's finished) my child knows which parts are good and which parts need improvement. (For example: After building a scale model of a lunar city, Kenny realized that there weren't enough solar collectors to heat all the homes he had built.)					
7. My child is a "doer" who begins a project and shows finished products of his/her work. (For example: Mary began working on a puppet show four months ago, and has since built a stage and puppets and has written a script. Tomorrow she's presenting her play to the PTA!)					

"Things My Child Likes to Do"

	Seldom or Never	Sometimes	Quite Often*	Almost Always*	Examples From Your Own Child's Life
8. My child suggests imaginative ways of doing things, even if the suggestions are sometimes impractical. (For example: "If you really want to clean the refrigerator, why don't we move it outside and I'll hose it down — that will defrost it, too.")					
9. When my child tells about something that is very unusual, he/she expresses him/herself by elaborate gestures, pictures, or words. (For example: "The only way I can show you how the ballet dancer spun around is if I stand on my tiptoes on the record player and put the speed up to 78.")					
10. My child uses common materials in ways not typically expected. (For example: "I'll bring a deck of cards when we go camping. If it rains, we can use them to start a fire and if it's dry, we can play <i>Go Fish</i> around the campfire.")					
11. My child avoids typical ways of doing things, choosing instead to find new ways to approach a problem or topic. (For example: "I had trouble moving this box to the other side of the garage so I used these four broom handles as rollers and just pushed it along.")					
12. My child likes to "play with ideas," often making up situations which probably will not occur. (For example: "I wonder what would happen if a scientist found a way to kill all insects, then went ahead and did it.")					
13. My child often finds humor in situations or events that are not obviously funny to most children his/her age. (For example: "It was really funny that after our coach showed us a movie on playground safety, he sprained his ankle while lining us up to go back to class.")					
14. My child prefers working or playing alone rather than doing something "just to go along with the gang." (For example: "I always misspell the first word in a spelling bee; then I get to sit down and do something I like.")					

* If your child scores in either of these two columns, it would be helpful if you would write a specific example in the last column, using the reverse side of this page if necessary.

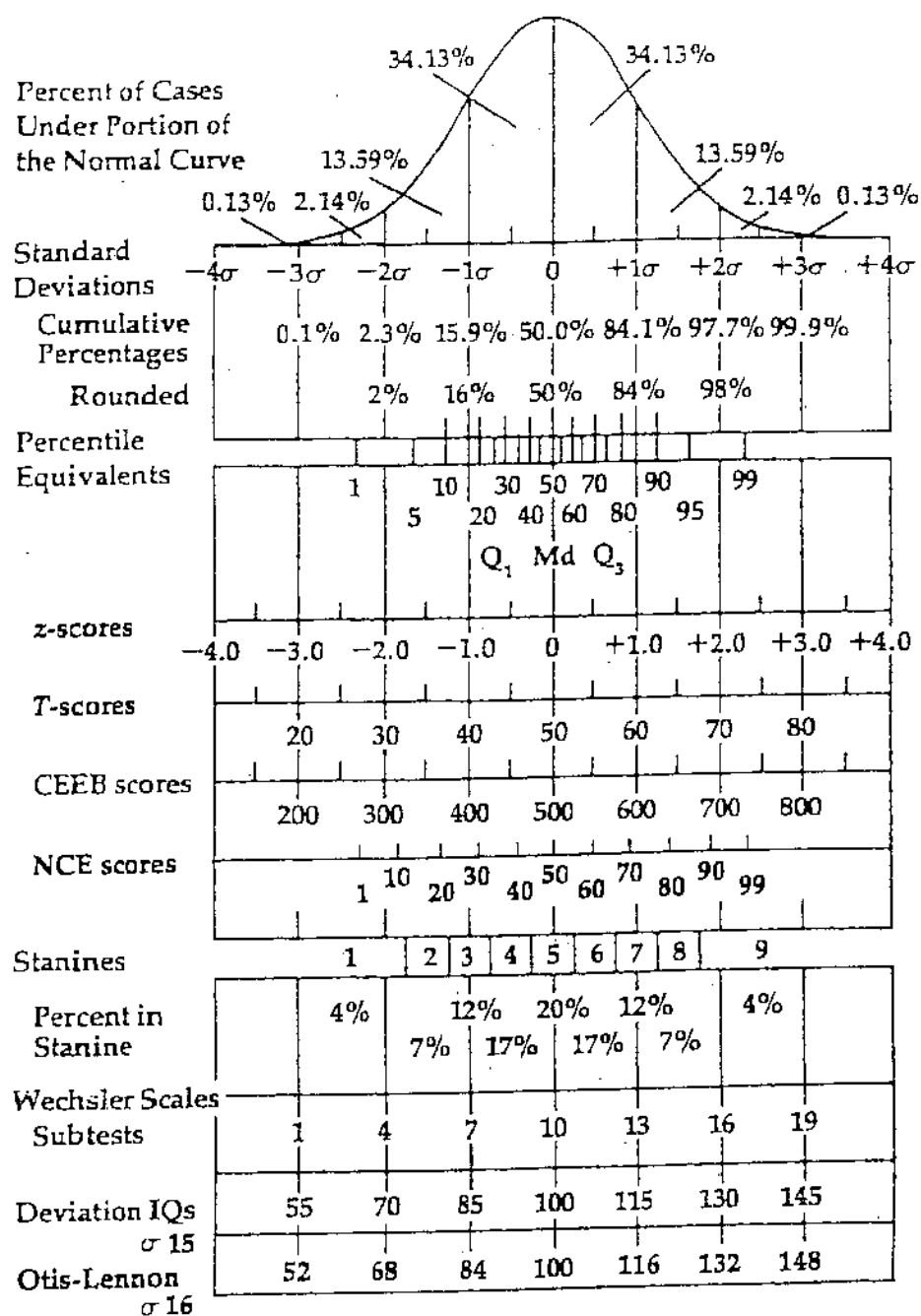


Figure 5.1 The Normal Curve, Percentiles, and Selected Scores.

Source: The Psychological Corporation, Test Service No. 148, September, 1980. Printed by permission of the publisher, The Psychological Corporation.

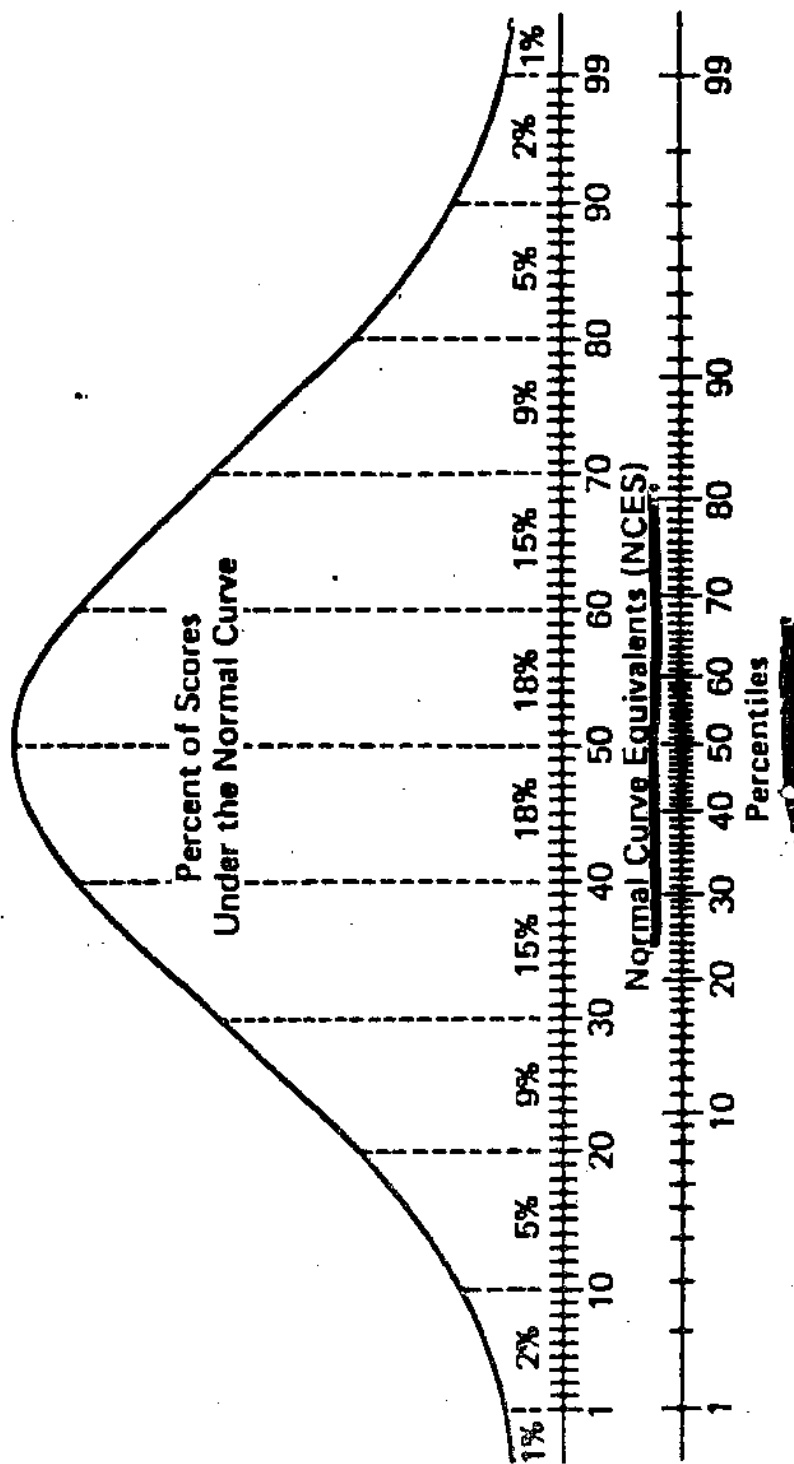


FIGURE 7.4 Relationship of NCEs and percentiles in a normal probability distribution. (Tallmadge and Wood, *User's Guide, ESEA Title I Evaluation and Reporting System*.) The research worker probably will prefer to consult the conversion table in Tallmadge and Wood's *User's Guide, ESEA Title I Evaluation and Reporting System* from which Figure 7.4 was obtained.

Teacher Inventory of Learning Strengths (TILS)

Child _____ Age _____ Grade _____ Gender _____ Date _____

Please check the box that describes how often you observe the following behaviors in your student.

Behavior or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
1. Reflective				
2. Makes connections readily				
3. Concentrates well				
4. Memorizes easily				
5. Enjoys school				
6. Enthusiastic				
7. Sensitive to problems				
8. Abstract thinker				
9. Persistent in own interests				
10. Curious				
11. Perceptive				
12. Aesthetically responsive				
13. Independent thinker				
14. Sensitive to others				
15. Independent				
16. Sensitive to ideas, stories				
17. Independent in action				
18. Quick processing speed				
19. Highly verbal				
20. Concerned about fairness				
21. Sense of humor				
22. Self-accepting				
23. Intense				
24. Self-critical				
25. Strong need to achieve				
26. Persistent in assigned tasks				
27. Elaborates with details				
28. Self-assertive				
29. Uneven set of abilities				
30. Flexible				
31. Structures tasks and environment				
32. Takes risks				
33. Tolerant of ambiguity				
34. Confident				



Teacher Inventory of Learning Strengths (TILS) *(continued)*

Behavior or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
35. Inner locus of control				
36. Fluent				
37. Original				
38. Imaginative				
39. Physically expressive				
40. High energy level				
41. Task analytic				
42. Scans information holistically				
43. Spatial thinker				
44. Popular				
45. Accepting of others				
46. Physically able				
47. Socially mature				
48. Happy				
49. Emotionally controlled				
50. Stable				
51. Sees differences easily				



TILS Graph

Instructions

Use the key below to compute the three mean scores for the three scales: Academic, Personal, and Social. Plot the scores on the chart below. Scores of 2.67-3.33 indicate the domain to be an area of strength. Mean scores of 3.34-4.00 indicate the domain to be an area of giftedness.

Key

Scale 1: Academic Learning Strengths: Add scores from items 1-4, 8-9, 13, 15, 17-19, 26-27, 29, 31, 36-37, 41, 43, 51. Divide by 20 = _____.

Scale 2: Personal Strengths: Add scores from items 7, 10-12, 16, 23-25, 30, 32-33, 35, 38. Divide by 13 = _____.

Scale 3: Social Strengths: Add scores from items 5-6, 14, 20-22, 28, 34, 39-40, 42, 44-50. Divide by 18 = _____.

Academic							
Personal							
Social							
	1.0	1.5	2.0	2.5	3.0	3.5	4.0



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Home Rating Scales

(version)

SIGS



Scales for Identifying Gifted Students

Child's Name _____

Date of Rating _____ / _____ / _____
YEAR MONTH DAY

Date of Birth _____ / _____ / _____
YEAR MONTH DAY

Age in Years _____

Grade ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6
☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Rater's Name _____

Relationship to Child _____

Areas Rated

- ☐ General Intellectual Ability
- ☐ Language Arts
- ☐ Mathematics
- ☐ Science
- ☐ Social Studies
- ☐ Creativity
- ☐ Leadership

Summary of Scores

7 Scales

- General Intellectual Ability
- Language Arts
- Mathematics
- Science
- Social Studies
- Creativity
- Leadership

Raw Score	Standard Score	Percentile Rank
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Norms Used: ☐ General ☐ Gifted

Directions

Read each statement and decide how often your child exhibits each behavior. As you respond, ask yourself, "To what degree does my child exhibit the behavior listed when compared with his or her age peers?" Please respond to **all** statements, circling one number for each.

- 0 = Never exhibits the behavior in comparison to his or her age peers
- 1 = Rarely exhibits the behavior in comparison to his or her age peers
- 2 = Exhibits the behavior about the same as his or her age peers
- 3 = Exhibits the behavior somewhat more in comparison to his or her age peers
- 4 = Exhibits the behavior much more in comparison to his or her age peers

If your child is rated with six or more 4s, please provide examples that demonstrate his or her strength in that area in the space provided below the scale.

MY CHILD

A few of the items

Scale 1: General Intellectual Ability

1. Has excellent reasoning ability.
2. Establishes cause—effect relationships easily.
3. Can analyze an issue from many points of view.
4. Is able to reach good conclusions based on evidence.
5. Is curious and seeks answers to questions.
6. Is an excellent planner and decision maker.
7. Gathers information to make sense of a situation.
8. Demonstrates a healthy skepticism and curiosity.
9. Asks complex questions about a topic.
10. Is able to rapidly understand novel tasks.
11. Is able to figure out what is needed to solve a problem.
12. Can easily relate new information to old information.

Never Rarely Same Somewhat More Much More

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Total = 0 + + + +

Examples (if six or more 4s): _____

Scale 2: Language Arts

Note. For items relating to expressive language, the statement refers to both spoken and written language. For example: "Has an advanced vocabulary" can refer to an advanced spoken vocabulary or an advanced written vocabulary.

1. Has an advanced vocabulary.
2. Reads competently and often.
3. Uses sophisticated syntax (i.e., the way in which words are put together).
4. Enjoys talking about ideas or feelings generated by what is read or what is read to him or her.
5. Prefers advanced-level books; enjoys difficult reading material.
6. Explains precisely and clearly.
7. Reads or speaks with expression to create meaning.
8. Uses language in unusual or novel ways.
9. Reads critically (i.e., reads with careful judgment and evaluation).
10. Uses mature themes and vocabulary.
11. Can find many ways to express ideas so that others will understand.
12. Is able to discuss literature or other issues at an interpretive (explanatory) level.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Total = 0 + + + +

Examples (if six or more 4s): _____

Scale 3: Mathematics

1. Recognizes mathematical patterns and relationships (e.g., extends a sequence of numbers; analyzes how two numbers "go together").
2. Applies ideas from one mathematical problem to another.
3. Is persistent in finding solutions to mathematical problems.
4. Understands mathematical principles quickly.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

PSYCHOMETRIC CONVERSION TABLE

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Standard Score	Percentile Rank	Scaled Score	ETS Score	T-Score	Z-Score	Description
150	>99.9					Very Superior
149	>99.9					Very Superior
148	99.9					Very Superior
147	99.9					Very Superior
146	99.9					Very Superior
145	99.9	19	800	80	+3.0	Very Superior
144	99.8					Very Superior
143	99.8					Very Superior
142	99.7		775	78	+2.75	Very Superior
141	99.7					Very Superior
140	99.6	18	767	77	+2.67	Very Superior
139	99.5					Very Superior
138	99					Very Superior
137	99		750	75	+2.50	Very Superior
136	99					Very Superior
135	99	17	733	73	+2.33	Very Superior
134	99					Very Superior
133	99		725	72	+2.25	Very Superior
132	98					Very Superior
131	98					Very Superior
130	98	16	700	70	+2.00	Very Superior
129	97					Superior
128	97		675	68	+1.75	Superior
127	96					Superior
126	96					Superior
125	95	15	667	67	+1.67	Superior
124	95					Superior
123	94		650	65	+1.50	Superior
122	93					Superior
121	92					Superior
120	91	14	633	63	+1.33	High Average
119	90					High Average
118	88		325	62	+1.25	High Average
117	87					High Average
116	86					High Average
115	84	13	600	60	+1.00	High Average
114	82					High Average
113	81		575	58	+0.75	High Average
112	79					High Average
111	77					High Average
110	75	12	567	57	+0.67	Average
109	73					Average
108	70		550	55	+0.55	Average
107	68					Average
106	66					Average
105	63	11	533	53	+0.33	Average
104	61					Average
103	58					Average
102	55		525	52	+0.25	Average
101	53					Average
100	50	10	500	50	0.00	Average
99	47					Average
98	45		480	48	-0.25	Average
97	42					Average
96	40					Average
95	37	9	467	47	-0.33	Average
94	34					Average
93	32		450	45	-0.50	Average
92	30					Average
91	27					Average
90	25	8	433	43	-0.67	Average

PSYCHOMETRIC CONVERSION TABLE

28

Standard Score	Percentile Rank	Scaled Score	ETS Score	T-Score	Z-Score	Description
89	23					Low Average
88	21		425	42	-0.75	Low Average
87	19					Low Average
86	18					Low Average
85	16	7	400	40	-1.00	Low Average
84	14					Low Average
83	13		375	38	-1.25	Low Average
82	12					Low Average
81	10					Low Average
80	9	6	367	37	-1.33	Low Average
79	8					Borderline
78	7		350	35	-1.50	Borderline
77	6					Borderline
76	5					Borderline
75	5	5	333	33	-1.67	Borderline
74	4					Borderline
73	4		325	32	-1.75	Borderline
72	3					Borderline
71	3					Borderline
70	2	4	300	30	-2.00	Borderline
69	2					Impaired
68	2		275	28	-2.25	Impaired
67	1					Mild (69-55)
66	1					Mild (69-55)
65	1	3	267	27	-2.33	Moderate (54-40)
64	1					Moderate (54-40)
63	1		250	25	-2.50	Severe (39-25)
62	1					Severe (39-25)
61	0.5					Profound (<25)
60	0.4	2	233	23	-2.67	Profound (<25)
59	0.3					Profound (<25)
58	0.2		225	22	-2.75	Profound (<25)
57	0.1					Profound (<25)
56	0.1					Profound (<25)
55	0.1	1	200	20	-3.00	Profound (<25)
54	0.1					Profound (<25)
53	0.1					Profound (<25)
52	0.1					Profound (<25)
51	<0.1					Profound (<25)
50	<0.1					Profound (<25)

Activity 3: Fair Share (Grade 2)

DIRECTIONS FOR CLASSROOM TEACHERS:

Read to students:

Teacher brought a bag of treats to share with the class. There are 48 pieces in the bag.

There are 8 students in the class.

How many treats will each student get if everyone gets a fair share?

Show your thinking. **Draw** pictures and **write** a number story. **Write** a few sentences to tell how you solved the problem. (use the back if you need)

After you complete this problem, try the problem on the back.

30

NAME: _____

Fair Share : Grade 2

School: _____

Teacher: _____

Fair Share



With 8 Students

Write how you solved the problem here:

NAME: _____

Fair Share : Grade 2 (page 2)

School: _____

Teacher: _____

Can you show another way to
solve the problem?

**With 8 Students**

Write how you solved the problem here:
